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1910

No. 6.

THE MILITARY TRACT

NORMAL
SCHOOL QUARTERLY

June, 1910

CONTENTS

Courses of Study
in the
Normal and Academic Divisions
of the
Western Illinois State Normal School

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School, Macomb, Illinois.

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CAMPUS AUGUST 14, 1900

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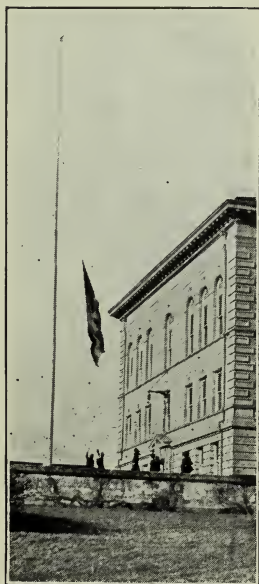
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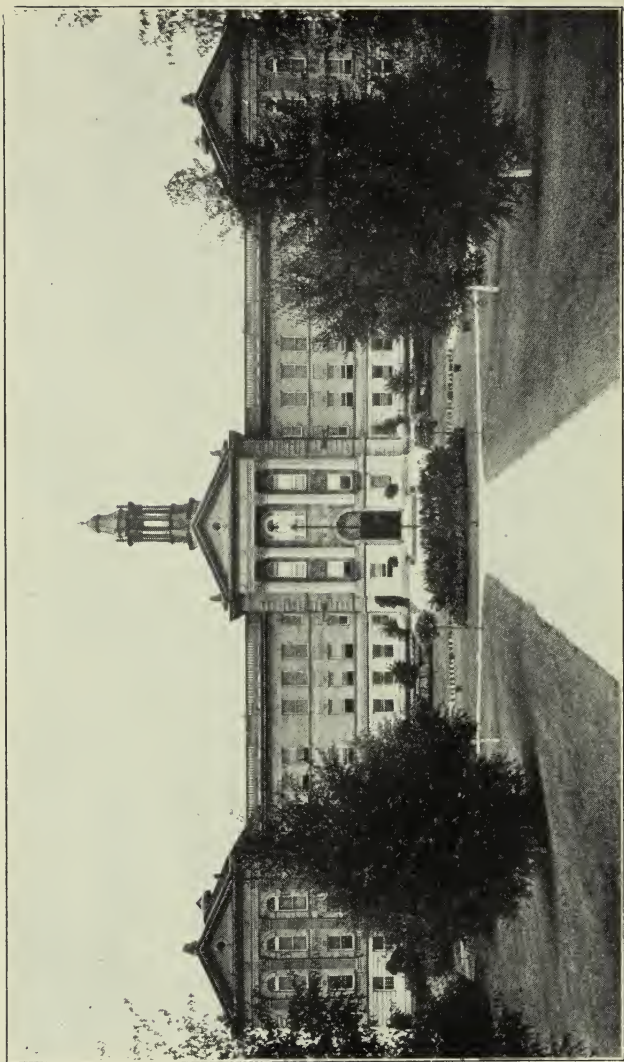
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* Resigned March 21, 1910.

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NORMAL SCHOOL QUARTERLY

Vol 1.

June, 1910

Number 6

This number of the Quarterly is intended for the use of students and for the information of those who, perceiving the increasing demand for trained teachers, are planning to attend a Normal school.

GENERAL INFORMATION

The Western Illinois State Normal School was established April 24, 1899. In the language of the law, its purpose is "to qualify teachers for the common schools of this State by imparting instruction in the Art of Teaching in all branches of study which pertains to a common school education, and such other studies as the board of trustees may from time to time prescribe."

The school was located at Macomb, August 14, 1900. The site, comprising nearly sixty acres, was presented to the State by citizens of Macomb and vicinity, and at the present time, the campus is not excelled in beauty by any in the State. The building, erected at a cost of over \$400,000, is substantial, beautiful, and well adapted to Normal school purposes.

THE LIBRARY

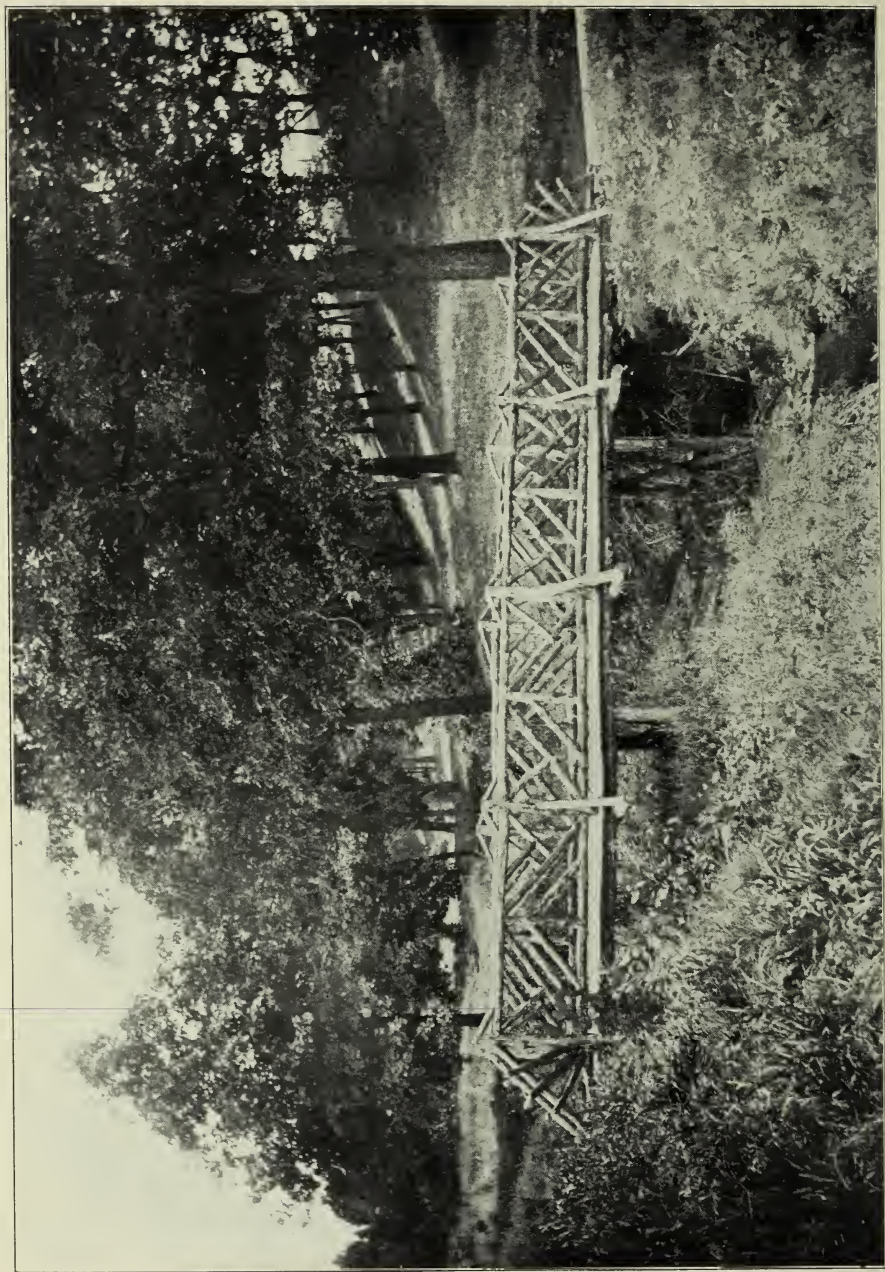
The library of over 10,000 bound volumes has been selected with the greatest care, with reference to the direct needs of the school. It is primarily a reference library, and is under the direction and oversight of two skilled librarians, one of whom is always ready to assist students in its proper use. About a hundred periodicals and newspapers are kept on file in the reading room.

LABORATORIES

The laboratories and work rooms for biological studies, physics, chemistry, geography, drawing, manual training, and the household arts are all equipped with suitable apparatus and materials for work. Abundant space has been set apart for the experiment station used by advanced students in Agriculture, and suitable school gardens are available for the pupils in the elementary school and for other industrial purposes.

ILLUSTRATIVE MATERIAL

Collections of bulletins, pamphlets, charts and pictures, art collections, geographical and other materials for first hand study are large, and increasing very rapidly.



THE LONG BRIDGE IN SUMMER TIME

STUDENT ACTIVITIES

The students' Y. M. C. A. has had about one hundred active members this year, and the Y. W. C. A. has nearly twice that number.

The Amateurian, Emersonian, and Platonian literary societies are all wide awake and furnish abundant opportunities for practice in writing, public speaking, debate, parliamentary usage, and dramatic art.

The school is a member of the Oratorical League of State Normal Schools. The Mendelssohn club provides an excellent opportunity in chorus singing and gives two or more concerts a year. It is under the direction of the Teacher of Music.

STUDENTS' SPORTS

In addition to the required and elective work in the gymnasium, outdoor sports are encouraged and assisted. The play ground is an unusually fine one, with provision for tennis, base ball, foot ball, archery, and field and track work. The "Neighborhood" and home Field Days are among the events of the year.

STUDENT PUBLICATIONS

As a part of the equipment of the Manual Training shops, the school has a printing office from which is published "The Western Courier" a weekly paper managed and circulated by a board of control comprised of representatives of each class in the school and of the faculty.

"The Sequel" is published annually by the senior class, and is a picture of the life of the school from the student point of view. All classes and student organizations are contributors.

THE NORMAL SCHOOL QUARTERLY

The Military Tract Normal School Quarterly, published four times a year, is furnished free to any teacher in the schools of Illinois, who wishes to receive it.

The numbers so far issued are:

- 1.—A Year's Work in Industrial and Social Problems in Grades I and II.
- 2.—A Years' Work in Industrial and Social Problems in Grades III and IV.
- 3.—A Year's Work in Industrial and Social Problems in Grades V and VI.
- 4.—A Year's Work in Industrial and Social Problems in Grades VII and VIII.
- 5.—A Course of Study for the Elementary School.

THE ORGANIZATION OF THE SCHOOL

The school is organized in three divisions. 1. The Normal Elementary School. 2. The Normal School. 3. The Normal Academic School.

The Elementary school is organized as a complete common school with two or more classes in each of the grades. Its membership is limited, to the number required from time to time, as a school of observation and class criticism for junior student-teachers and as a school of practice for advanced student-teachers.

The Normal school is a technical school for teachers, the requirement for admission to which is satisfactory evidence of the completion of a course of study covering a period of four years in an approved high school, or equivalent preparation. The course of study, outlined on pages following, contains a fair proportion of study of the theory and general principles of teaching, reviews of subject matter of common school subjects from the point of view of the teaching process—special method,—practice teaching, and advanced academic study. The regular diploma of the school is given for the completion of this course.

What is termed the Country School Training Class is a special sub-normal division to which students who are preparing expressly to teach in the country schools, and who pledge themselves to do so, are admitted on the special recommendation of a county superintendent. The work done is based upon the Illinois State Course of Study, and the sequence of subjects is given on page 21. As a rule, we do not advise students under eighteen years of age who have not done at least two years of acceptable high school work to take this course. The time required varies, according to the working ability of the student, from one to two or more years. To those who do the work satisfactorily, a general certificate is given, and *when the pledge to teach in the country schools* has been redeemed, if the holder wishes to enter one of the regular courses, a credit equal to from six to eight 90-hour units may be given. The subjects which this work may replace are not specified, but determined after consultation.

The Academic division of the school is organized for the two-fold purpose of complying with the township scholarship law, and the accommodation of students whose homes are in school districts which do not maintain an accredited high school. The Academic division is accredited at the University of Illinois and by the North Central Association of Colleges and Secondary Schools, and it is intended that the quality of its work shall be fully equal to that of the superior high schools in Illinois. The course of study is given on page 13, of this number. Students who complete the course, and who are credited with not less than fifteen university units of work, including constants, are given the Academic Diploma, which enumerates the studies taken and the time given to each subject.

POST GRADUATE COURSES

Post graduate courses in Manual Training and Home Economics are provided for students preparing to teach either of those subjects. The prerequisite for either course is a Normal School diploma, or fully equivalent preparation. The special diploma for either of these courses can be given only to those who are believed to be prepared to install and conduct courses in one of them. The work required can be done in one year by strong students, but oftener than not more time may be required.



THE SHORT BRIDGE IN SUMMER TIME

CORRESPONDENCE STUDY

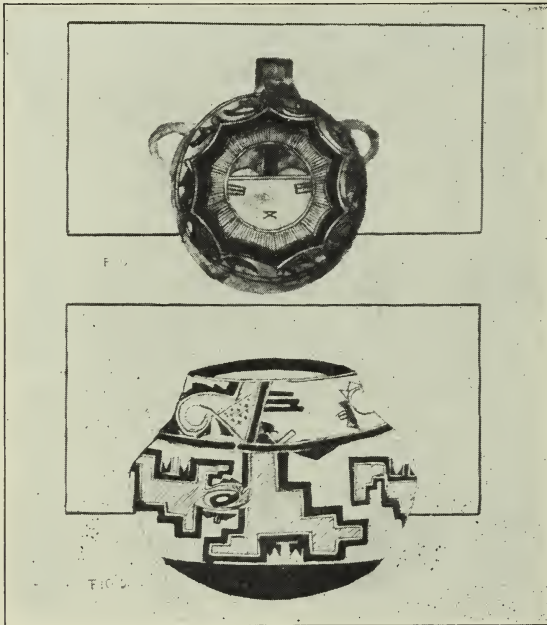
No diploma or certificate can be given for less than one year's work in residence, but advanced students may often, while teaching, do satisfactory work in one or more subjects in the course of a school year. Sometimes a subject may be well begun in a summer term and finished during the year, or the reverse. So far we have been able to take care of our correspondence students without fees. It may soon become necessary, however, to charge a fee large enough to cover the expense of clerical work involved.

TUITION AND OTHER EXPENSES

Tuition is at the rate of \$6.00 a quarter for all students except holders of Township Scholarships, and students who, having completed a four-year high school course, enter the Junior class for the purpose of preparing to teach in the schools of Illinois, and who pledge themselves to do so.

Good board and room may be obtained in Macomb, within convenient walking distance of the school, for \$4.00 a week. A list of approved rooming places is kept at the office of the Principal.

The total cost of books and stationery need not exceed \$15.00 per year. Students should bring with them such books as they have. Additional purchases can be made to better advantage after their arrival at school.



MODELED IN THE EIGHTH GRADE

ACADEMIC COURSES

ENGLISH COURSE

GRADE IX.

Autumn

English 1	Grammar and Composition
History 1	Greece
Elementary Science 1	Facts in Chemistry
Drawing 1	Free Hand
Arithmetic	Elective

Winter

English 2	Composition and Grammar
History 2	Rome
Elementary Science 2	Facts in Physics
Manual Training 1	
Arithmetic	Elective

Spring

English 3	Literature and Composition
Biology 1	Botany
Geography 1	Physical
Music 1	
Algebra (Mathematics 1)	Elective



RELIEF MAP OF GREECE. MOLDED BY ANNETTE BAXTER '08

ENGLISH COURSE

GRADE X.

Autumn

English 4
 Mathematics 1 or 2
 Biology 2
 Music 2

American Literature
 Algebra
 Zoology

Winter

English 5
 Mathematics 2 or 3
 Biology 3
 Drawing 2

Poetry
 Algebra
 Physiology

Spring

English 6
 Mathematics 3 or 4
 Chemistry 1
 Home Economics 1

Rhetoric
 Algebra
 Inorganic
 Foods



A PANTOMIME. JOHN ALDEN AND PRISCILLA

ENGLISH COURSE

GRADE XI.

Autumn

English 7
 Geography 2
 History 3
 Mathematics 5
 German, Optional

Reading
 Regional
 Mediaeval
 Plane Geometry

Winter

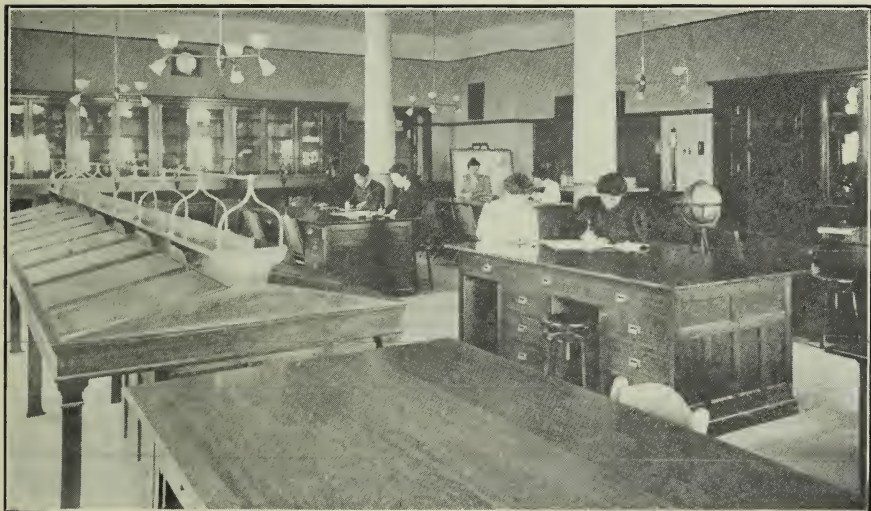
English 8
 History 4
 Mathematics 6
 Music 3 or German

Prose Literature
 Modern Europe
 Plane Geometry

Spring

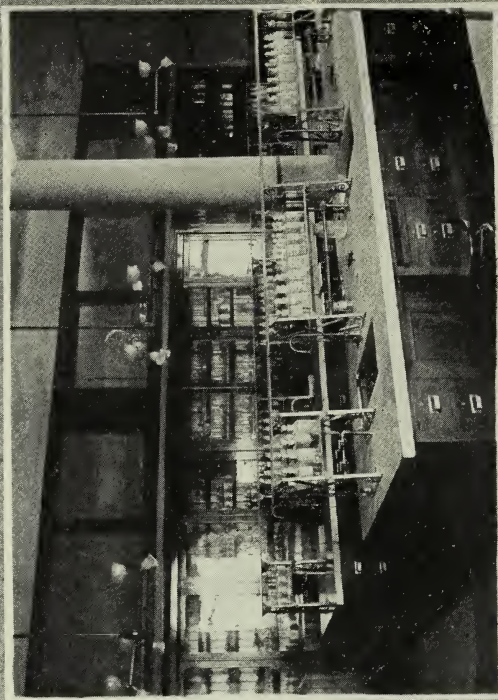
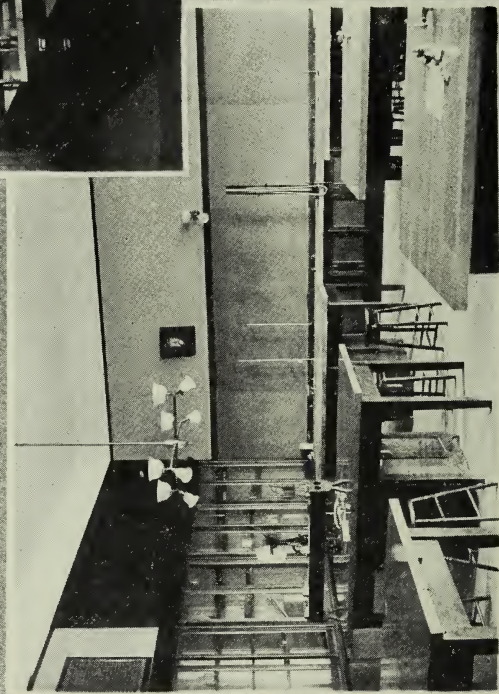
English 9
 History 5
 Mathematics 7
 German, Optional

Dramatic Literature
 England
 Plane Geometry



A CORNER IN THE GEOGRAPHIC LABORATORY

Chemical



Physical

Laboratory

South Hingham

ENGLISH AND LATIN COURSE.*

GRADE XII.

Autumn

Biology 4	Principles of Biology
German 2	Reading and Conversation
History 6	Civics
Home Economics 2	Sewing and Textiles
Latin 4	Virgil
Mathematics 4	Algebra
Physics 1	Mechanics and Heat

Winter

Chemistry 2	Chemistry of Foods
English 10	History of Literature
Geography 3	Commercial Geography
German 2	Reading and Conversation
History 7	Industrial History
Latin 4	Virgil, continued
Mathematics 8	Solid Geometry
Physics 2	Electricity and Magnetism

Spring

Drawing 3	History of Art
German 2	Reading and Composition
History 8	American History
History 9	History of Illinois
Latin 4	Virgil, Completed
Manual Training 3	
Mathematics 9	Advanced Arithmetic
Physics 3	Sound and Light

*Four subjects each quarter. Students' selection to be approved by the Principal.

ACADEMIC COURSES

LATIN COURSE

GRADE IX.

Autumn

English 1	Grammar and Composition
History 1	Greece
Elementary Science 1	Facts in Chemistry
Latin 1	First year
Arithmetic	Elective

Winter

English 2	Composition and Grammar
History 2	Rome
Elementary Science 2	Facts in Physics
Latin 1	First year, continued

Spring

English 3	Literature and Composition
Geography 1	Physical
Latin 1	First year, completed
Music 1	
Algebra	Elective

LATIN COURSE

GRADE X.

Autumn

English 4
 Mathematics 1 and 2
 Biology 2
 Latin 2

American Literature
 Algebra
 Zoölogy
 Caesar

Winter

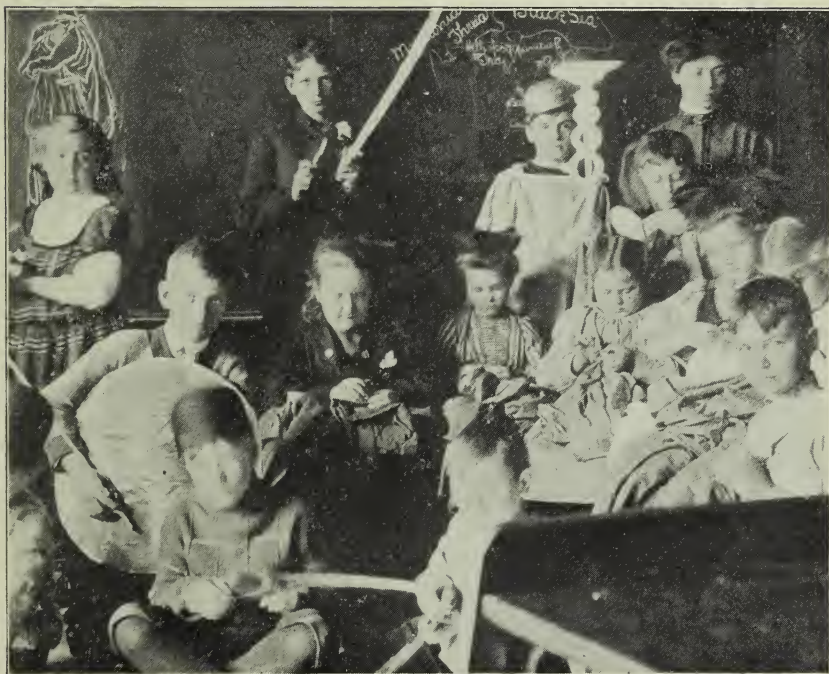
English 5
 Mathematics 2 or 3
 Biology 3
 Latin 2

Poetry
 Algebra
 Physiology
 Caesar, Continued

Spring

English 6
 Mathematics 3 or 4
 Chemistry 1
 Latin 2

Rhetoric
 Algebra
 Inorganic
 Caesar, Completed



STORY OF ULYSSES; MAKING THE COSTUMES

LATIN COURSE

GRADE XI.

Autumn

Geography 2	Regional
History 3	Mediaeval
Latin 3	Cicero
Mathematics 5	Plane Geometry

Winter

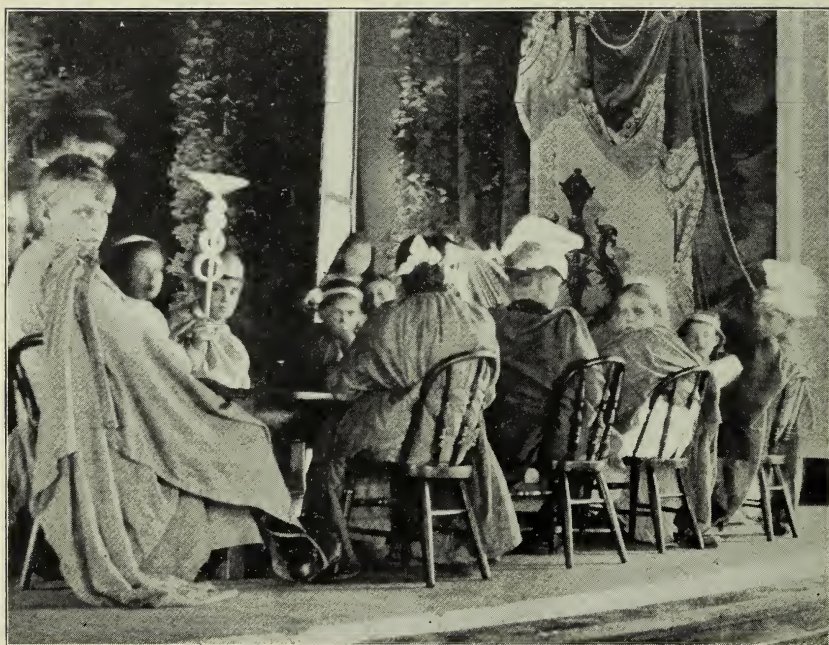
English 8	Prose Literature
History 4	Modern Europe
Mathematics 6	Plane Geometry
Latin 3	Cicero, Continued

Spring

English 9	Dramatic Literature
History 5	England
Latin 3	Cicero, Completed
Mathematics 7	Plane Geometry
Manual Training, Optional.	
German, Optional.	

GRADE XII.

(See page 11)



STORY OF ULYSSES; FEAST OF THE GODS

DESCRIPTION AND SEQUENCE OF ACADEMIC COURSES.

BIOLOGICAL SCIENCE

Biology 1.—Botany.

Prerequisite: Elementary Chemistry.

Biology 2.—Zoölogy.

Prerequisites. Elementary Chemistry; Elementary Physics.

Biology 3.—Physiology. A continuation of Biology 2.

Prerequisites: Biology 2; Elementary Physics.

Biology 4.—Principles of Biology. A broad course, dealing with the essential evidences, data and factors of organic evolution.

Prerequisite: One year of biological science.

DRAWING

Drawing 1.—Free Hand Drawing. Still life: Composition, arrangement, symmetry, etc. Work in pencil, charcoal, pen and ink, and water color.

Drawing 2.—Decorative Design and Modeling. Ornament from geometric and nature forms; historic ornament; principles of harmony, rhythm, balance, etc. Working drawings; pattern making; clay modeling.

Prerequisite: Drawing 1.

Drawing 3.—The History of Art—A brief course in, correlated with general History.

Drawing—Electives. Special courses will be offered suited to demands as these arise, as far as possible.

ENGLISH

English 1.—Grammar and Composition. The study of technical grammar with practice in composition.

English 2.—Literature and Composition. The reading of classics from which themes for practice writing will be drawn.

English 3.—Reading. Selections from standard literature for thought study, appreciation, and training in expression.

English 4.—Literature. Chiefly American authors and classics. Poetry and prose selections from Bryant, Longfellow, Lowell, Whittier, Hawthorne, Cooper, Stevenson.

English 5.—Poetry. Milton's shorter poems, and selected pieces from Wordsworth, Coleridge and Tennyson. A brief history of the English novel. The reading and analysis of one work of fiction.

English 6.—A Rhetoric and Literature. Special emphasis upon composition drawn mainly from literary matter.

English 7.—Reading. Study of articulation and pronunciation. Different styles of selections for the development of vocal energy and vocal purity. One play of Shakespeare's.

English 8.—English Literature. Essays and Orations from Addison,



WITHIN EASY WALKING DISTANCE IN SUMMER

De Quincy, Macaulay, Webster and Lincoln. One written theme per week.

English 9.—Dramatic literature. Comparison of the ancient and modern drama. Two Greek dramas and two of Shakespere's will be read.

English 10.—The development of English fiction. Reading and analysis of three or more works. Themes.

English 11.—Four plays of Shakespere.

FOREIGN LANGUAGES

Four years of Latin and two of German are offered to those desiring work in foreign languages. No credit will be given for less than one year's work in any foreign language.

GEOGRAPHY

Geography 1.—Physical Geography. Text, laboratory exercises and field work.

Geography 2.—North America or Eurasia. A detailed study of physiographic regions. Economic and historical phases will be emphasized.

Geography 3.—Commercial Geography. A standard text, government reports and other periodical literature.

HISTORY

History 1.—Greece and the Orient.

History 2.—Rome.

History 3.—Mediæval Europe.

Prerequisite: History 2 and one year of high school work or two years of high school work.

History 4.—Modern Europe to the French Revolution.

Prerequisite: History 3 or three years of high school work.

History 5.—Modern English, 1603-1903.

Prerequisite: History 4.

History 6.—American History.

Prerequisite: History 5 or two years of high school work.

History 7.—Industrial History of the United States.

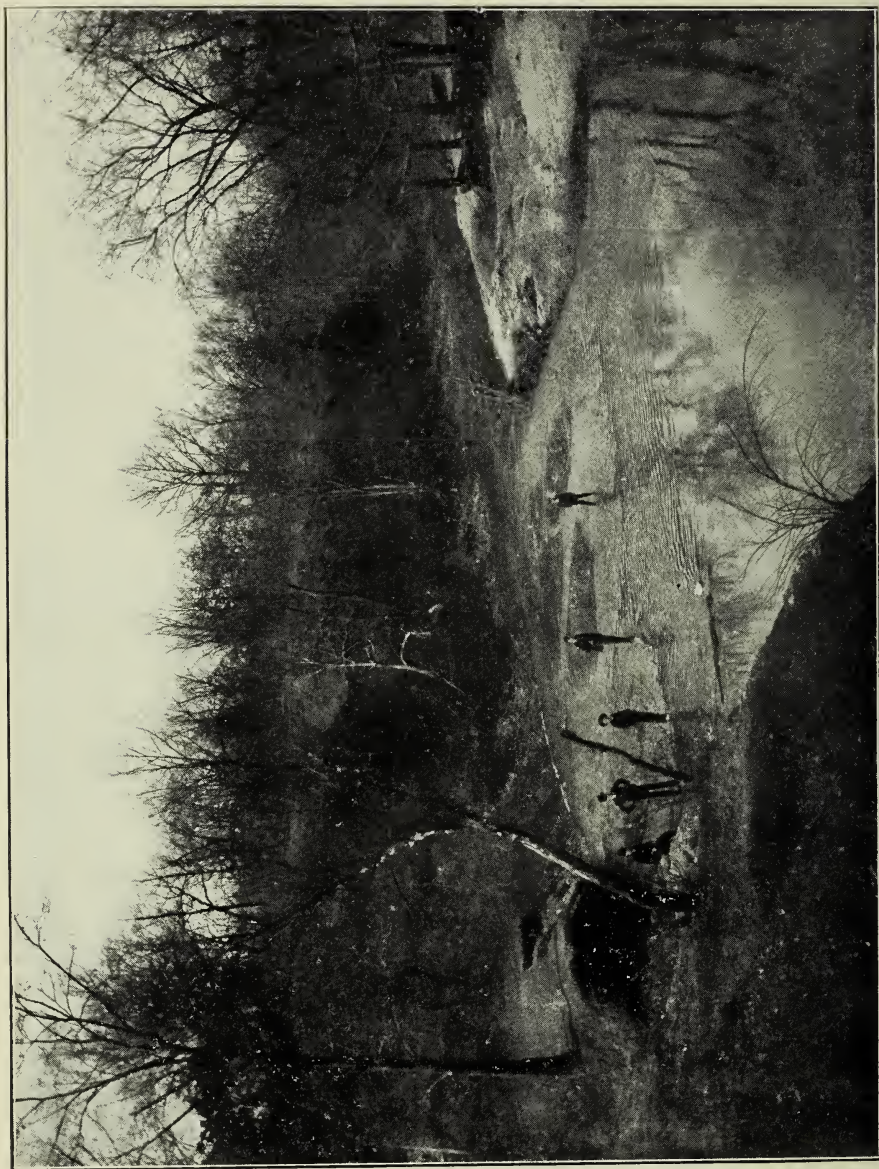
Prerequisite: History 6 or its equivalent.

History 8.—American History.

Prerequisite: History 5 or two years of high school work.

History 9.—History of Illinois. The history of Illinois since 1775. An effort to show the relation of events in the state to events in the nation at large. A large part of the reading will be done in the library. Practical work in connection with the question, what to do with Illinois history in the schools, and where to find material.

History 10.—Elementary Economics. Modern theories of production, transportation, rent, exchange and money. The most important schools of political economy. The tariff and the money question in American history. Banking. Labor organizations. Combinations of capital. The effect of monopolies upon prices. Immigration and the standard of living. Elective in grade XII.



WITHIN WALKING DISTANCE

HOME ECONOMICS

Home Economics 1.—Fundamental principles of food values, food preservation, food preparation; and serving.

Prerequisites; Elementary Chemistry; Botany; Physiology.

Home Economics 2.—Textiles, weaving, sewing, dress making, millinery, home decoration, etc.

MANUAL TRAINING

Manual Training 1.—Introductory Course.

Manual Training 2 —To follow Course 1.

Manual Training 3.—Work more advanced and specialized than Course 2.

Manual Training 4.—Mechanical Drawing. Elective. Geometrical drawing and projection of solids. General principles underlying work. Applications in constructions of plans, details and parts of projects to be used in shop work. Cabinet, isometric and perspective drawing in relation to shop work.

Time to be arranged with instructor.

Manual Training 5.—Bench Work in Wood. Elective. Careful training in technical processes. Analysis of tool action. Care of tools. Study of properties of materials used. Planning of course in wood work adapted to the grammar grade students.

Time to be arranged with instructor.

Mathematics

Mathematics 1, 2, 3.—Algebra through Quadratics. Emphasis on the real meanings of algebraic symbols and processes. General principles, not details, are considered the serious business of the course.

Mathematics 4.—Advanced Algebra beyond Quadratics.

Mathematics 5, 6, 7.—Plane Geometry. Attempts to help pupils develop some real insight into relations of form. Power to penetrate data, to interpret conditions, to explain clearly the development of the solution and the meanings of the result, are counted all important.

Mathematics 8.—Solid Geometry.

Mathematics 9.—Advanced Arithmetic. An intensive study of some of the quantitative relations that are involved in, and interpret, modern business conditions. The emphasis is on the underlying principles that govern and facilitate business procedure, and on the vital elements that must be reckoned with in a business deal, rather than on the collection or consideration of actual data. This course will center around stock, bonds, banking, installments, insurance, taxes and governmental revenue, farming, transportation, merchandising, building and contracting, small business enterprises, etc.

Mathematics 10.—Trigonometry.

Elective. The functions, their simple relations, and the solution of plane triangles.

Mathematics 11.—Coordinate Geometry.

Elective. The line, the circle, and the conic sections.

MUSIC

Music 1.—Beginning Music. Ear training; development of feeling for rhythm; teaching of rote songs to enable students to carry tunes; creating oral melodies to fit verses appropriate for that sort of treatment.

Music 2.—A continuation of course 1. Rhythm drills; tone testing; vocalization and tone placing; rote songs; notation of familiar rote songs; oral original melody constructions.

Music 3.—A continuation of course 2. Tone placing; sight reading of one or two-voice exercises and songs; melody writing; music history to accompany the songs studied; music history, ancient.

Music 4.—A continuation of course 3. Open also, as a preparation for music 20 to Normal students having no previous definite music instruction. Ear training; rhythm drills; melody construction, oral and written; sight reading of treble and bass staff; song interpretation; study of song writing; music history of song and song writers; mediæval music history and a careful study of folk songs: elementary history.

PHYSICAL EDUCATION

Courses throughout the year will be available in such number and variety as to accommodate all students electing this work. Calisthenics, gymnastics, athletics, out of door games and sports together with considerations of hygiene, will all receive due attention. A minimum amount of attention to this important subject is expected of all students not excused for cause.



THE AUDITORIUM STAGE—"Twelfth Night"

PHYSICAL SCIENCE

Elementary Science 1.—Elementary Chemistry. The simpler theories of chemical changes, processes, and laws. The more practical problems of chemistry as related to common life and industry. A foundation course for elementary agriculture, physiology, physiography, geology, physics and advanced chemistry.

Elementary Science 2.—Elementary Physics. The student will be introduced to many important laws of nature. Also a foundation course.

Physics 1.—Physics: Mechanics and Heat. Presented with laboratory work as in stronger four year high schools.

Physics 2.—Physics: Electricity and Magnetism. A continuation of Physics 1, using the same text.

Physics 3.—Sound and Light. Laboratory.

Chemistry 1.—Inorganic chemistry, with laboratory practice.

Chemistry 2.—The Chemistry of foods, with laboratory practice.



IN THE MANUAL TRAINING SHOP

NORMAL SCHOOL COURSES

GRADE XIII.—JUNIOR CLASS

Autumn

Education 20	Psychology	
English 20	Language and Literature in the Grades	
Geography 20	Physical Science in the Grades	$\frac{1}{2}$
History 20	History in the Grades	
Library Economy	$\frac{1}{2}$

Winter

Education 21	Principles of Teaching	
Geography 21	Geography in the Grades	
Manual Arts 20	Manual Training in the Grades	$\frac{1}{2}$
Manual Arts 21	Blackboard Sketching.	$\frac{1}{2}$
Music 20	Music in the Grades.....	$\frac{1}{2}$
Physical Education	Physical Culture in the Grades	$\frac{1}{2}$

Spring

Education 22	Observation and Practice of Teaching	
Geography 22	Biological Science in the Grades	
Manual Arts 22	Manual Training in the Grades	$\frac{1}{2}$
Manual Arts 23	Drawing and Modeling in the Grades.....	$\frac{1}{2}$
Mathematics 20	Arithmetic in the Grades	

GRADE XIV.—SENIOR CLASS

Autumn

Education 23	History of Education	
Education 24	Teaching.....	2 credits
Electives	1 or 2	
Manual Arts 24	Home Economics in the Grades	

Winter

Education 24	Teaching.....	2 credits
Education 23	History of Education	
Electives	1 or 2	
English 21	Dramatization; Story Telling	

Spring

Education 25	School Administration	
Education 26	Sociology	
Elective	1	
English 22	Public Speaking	
Theme*		

*Candidates for the Normal School diploma may present a Thesis upon an approved subject in lieu of one unit of work in the Spring quarter of the senior year, provided it is filed previous to the close of the Winter quarter, and accepted within the first week of the Spring quarter.

GRADE XV

POST GRADUATE COURSES

Special Course in Manual Training

Prerequisite: A Normal school diploma, or equivalent preparation.
One year's work required.

Shop work—2 credits.

Mechanical Drawing—2 credits.

Turning and Pattern work—one credit.

Printing—one credit.

Free-hand Drawing and Clay modeling—one credit.

Applied design—one credit.

Domestic science—one credit.

Teaching—3 credits.

A special Diploma, will be given to those who complete this course.

Special Course for Teachers in Household Art.

Open to Normal School graduates, and to those having an equivalent preparation.

Autumn

Food and Dietetics

Application of Heat
to Food Principles

Chemistry

Principles of Drawing and
Design

Winter

Teaching (practice)

Household Management

Teaching of Household Arts

Chemistry of Foods

Textiles and Sewing

Arts and Crafts

Spring

Teaching

Evolution of the House

House Sanitation

House Decoration

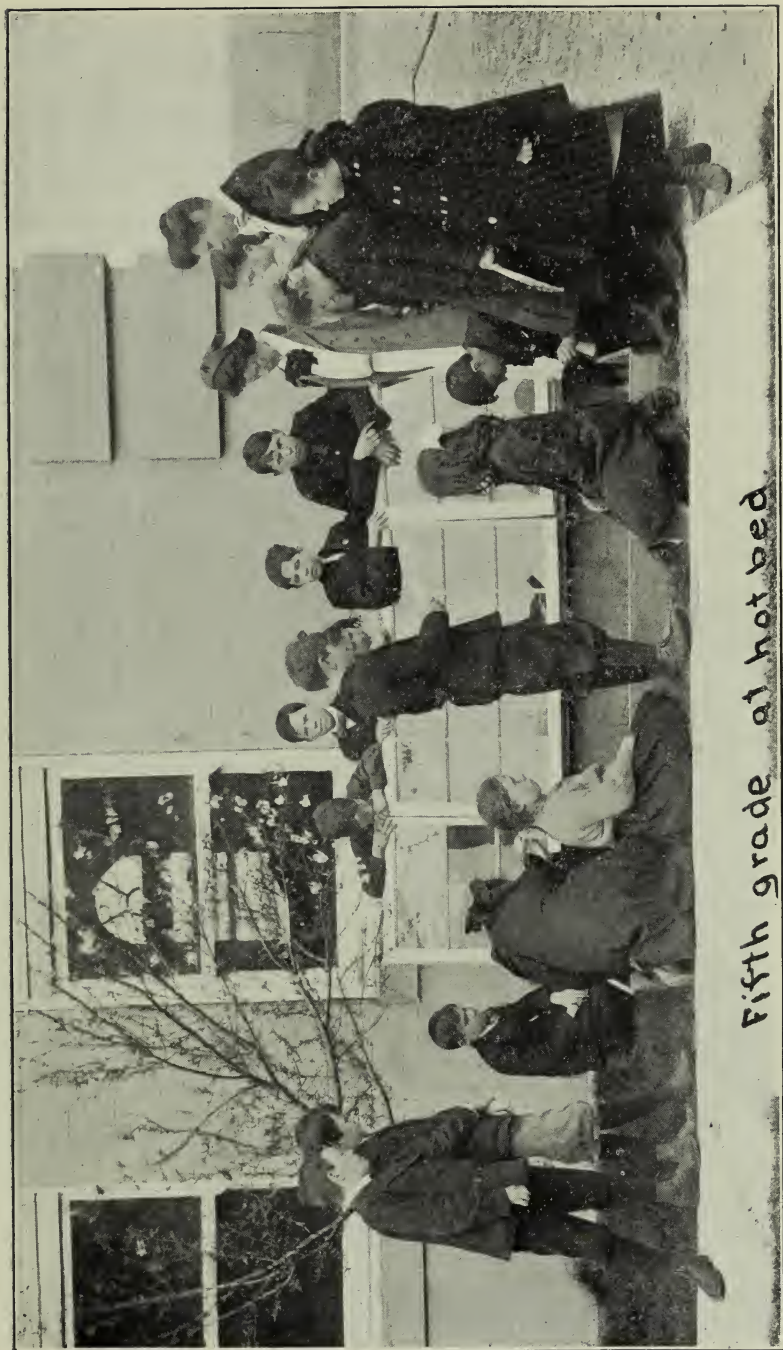
Bacteriology

Home Nursing

A Special Diploma will be given to those who complete this course.



THE LONG BRIDGE LOADED



Fifth grade at hot bed

FIFTH GRADE HOT BED

Sequence of Studies in Country School Training Class

This course is given under the immediate direction of a former County Superintendent of Schools. Much of the teaching is done by the more experienced members of the faculty.

Autumn

Arithmetic
Didactics
Drawing
Geography
Manual Arts
Physiology

Winter

Arithmetic
Grammar
History U. S.
Household Arts
Book-Keeping
Reading

Spring

Agriculture
Civics
Grammar
History U. S. & Illinois
Music
Orthography
Penmanship
Arithmetic (Elective)

For detailed outlines of work, see the Illinois State Course of Study.



THE COLOR GUARD

Synopsis of Normal Courses

Agriculture

Elementary Agriculture. There is a growing demand each year by school officers for teachers who are prepared to teach the principles of agriculture. This course is based largely upon the state course of study and it is designed to prepare students who are planning to teach in the country schools. Some elementary text is used which is illustrated with simple demonstrations in the class room. Bulletins, circulars, and reports of the experiment stations are read and discussed. Field excursions are planned whenever convenient. A required subject in the Country Teacher's Course

Prerequisites: none. Given in the Spring quarter; also in the Summer term.

Agriculture 20.—Advanced Agriculture.

This course is offered to students of advanced grade, and requires from two to three double laboratory periods each week; recitations alternate with the laboratory work. The laboratory work provides for the study of the physical and chemical properties of the soil; soil fertility including fertilizers and the manner of mixing fertilizers for crop production, experimental practice on the Soil Experiment Field which is located on the campus; methods in tillage of the soil: seeds and germination tests; germicides and insecticides; economic insects; propagation of plants; moisture in relation to soil types and crop requirements; dairying and dairy manufactures; poultry and farm animals; principles in plant and animal breeding; feeding and mixing rations; and farm management, etc. Excursions to fields containing growing crops including visits to orchards to observe spraying are a part of the course.

References. Bulletins, circulars, and reports of the government and various state experiment stations.

Prerequisites. One year each of physics, chemistry, and biology. Spring quarter. Elective. *One credit.*

Education

Education 20.—Psychology.

A general treatment of the fundamental questions of mental life. Special emphasis is placed upon those essentially connected with the science and art of teaching. As far as possible, the work is based upon concrete observations of children and adults and numerous problems are taken up for solution by students through observations and experimentation. *One credit.*

Education 21.—Principles of Teaching.

A study of the application of psychological principles and deductions in the learning and teaching processes. The more important contributions of child study examined and criticised. Pedagogical principles deduced and observed in practice in the Training School. Observation and criticism of plans and lessons. Lessons plans written, criticised and applied. *One credit.*

Education 22.—Class Teaching.

Teaching in the Training School is of two types, class teaching and room teaching. In class teaching, the student is responsible for one full credit period in the Training School for at least one term. Such teaching is under the close supervision of the training teacher and of the head of the department whose subject is taught. In all cases, courses in elementary psychology and the principles of teaching providing extended observation in the various grades, and the professional study of the subject to be taught, are required as a preparation for teaching, unless excuse is justified by previous training and experience.

Relative to the teaching work, weekly meetings are held by the several training teachers, head instructors, or director of the Training School for criticism and discussion.

Patrons' day is observed near the close of each quarter. Student teachers are expected to cooperate fully in making every phase of the Training School's work of the highest possible efficiency. *One credit.*

Education 23.—History of Education.

Educational systems of importance in the evolution of educational institutions. Systems studied as an expression of ideals of life and culture. Especial emphasis upon the great educators and upon the educational reform and progress of the last century. Present systems, conditions and tendencies examined and appraised. The aims, principles and limits of education examined and discussed. The leading theories and doctrines of education investigated. Present day motives and values discussed. The aims and methods of the elementary school especially emphasized. *One credit.*

Prerequisites; Education 20 and 21.

Education 24.—Room Teaching.

During the first or second quarter of the senior year each student is given entire charge of a room for one-half day. Students are placed as fully as possible upon their own responsibility. Such supervision is given as will most help them to develop independence, self reliance and initiative in excellence of teaching and school management. *Two credits.*

While one term of class teaching and one of room teaching are expected of the students of average capacity, the criterion is ability and attainment rather than time spent in the work. In some cases, less time might be required, in other cases more. The diploma of the Normal School will not be granted to any person who has not demonstrated the ability to teach successfully in one or more grades of the elementary school.

Education 25.—School Administration.

In the school management phase, will be taken up questions of school hygiene, school organization, programs, grading and promotion, examination, discipline, school decoration, the teacher and the community, school records, self improvement, etc. Discussion, reading and reports. One or more visits to well managed schools in near-by cities, for the purpose of ob-

serving management, and methods of teaching. In connection with this course will also be given a careful examination of The "State" course of study with reference both to its content and the use to be made of it in the schools. *One credit.*

Education 26.—Sociology.

An elementary description of society. An examination of some of the principal forms of social organization. A study of the modes of thought, purposes, and virtues that make society possible. A consideration of the benefits that society confers and the conduct that worthy membership in society requires. Tendencies toward, and social movements for social betterment. Conditions of social progress. The social phases of education. Other educational forces than the school. How these forces and the school may reinforce one another. An attempt to show to what extent and in what sense the school system is the key to the situation in American civilization. *One credit.*

Education 27.—Didactics.

An elementary course in school management and methods of teaching, for young students who must do some teaching, usually in the country, before completing the academic courses. It is intended primarily for students in the country school training class, but may be taken by any student who holds a county teachers' certificate. The situation in the country schools is the key to the work done.

This is an accommodation course and cannot be credited as normal school work. This course will always be given by a teacher who knows country school conditions by considerable experience.

English.

English 20.—Language and Literature in the Grades.

Some of the problems of this course are: The relation of language and thought; verbal memory in children's work; formal language teaching; influences corrective of bad habits of speech; composition, oral and written; the need of literature in the child's life; the problems in learning to read; Dramatization in grades I to IV; elementary school reading texts. Elements constituting a good primary reader. The place of phonics in learning to read. Various methods of teaching reading investigated. Uses of the dictionary. These are to be worked out partly by study of the best literature on the subjects and partly through observation in the Training Schools.

One credit.

English 21.—Language Teaching in Grades V to VIII, and The Art of Story Telling. This course consists of two parts:

A. Methods of teaching language in Grades V to VIII, including grammar and composition.

B. Story telling and dramatization. The time is equally divided between methods in primary work and methods for the grammar grades. For the former, the work is based upon the use of stories, the art of story telling, and dramatization. For the latter, special emphasis is placed upon the following: That it is through the inspiration of *real* literature that the

child's reading becomes direct and expressive; that the child feels no incentive to good reading unless his interest is roused by recognizing the fact that literature has in it thought and feeling or pleasure; and that the chief aim is to aid the pupil without confusing him with mechanical details, to grasp the thought and feeling of the whole for the sake of re-expressing it orally for its own pleasure or that of others. Observation in the Training School throughout the course. *One credit.*

English 22.—Reading and Public Speaking.

This course consists of work in oral expression and public speaking. The study is based upon the oral interpretation of narrative styles of literature, master piece orations, selections from the Bible, and one play of Shakespeare. Work is also given in extemporaneous speaking. The aim of this course is to enable the students to express before others in a natural effective way their own thoughts, and to interpret orally with adequate vocal expression the best things in literature. Numerous texts are used. *One credit.*

Geography

Geography 20.—Nature Study in the Grades.

This course, together with Geography 22, provides one term's work in the biological and physical aspects of geography usually called nature study.

A. Physical. Emphasis upon such subjects as relate physical nature work most closely to geography. A study of the solar system, and the relation of the earth to the same. Such facts of chemistry as will aid the student in studying rocks, minerals, soils, weathering, oxidation, and allied subjects. Review of the simpler facts of meteorology and methods of presenting these in the various grades.

A discussion of physical nature work for the different grades and how the subjects selected may best be presented. Laboratory work in which students will have practice in fitting up simple experiments. How phases of physical nature work may be carried on with a minimum of apparatus. Relation of physical nature study to the industrial and commercial world. Observation and discussion of nature study lessons in the Training School. An investigation of nature study literature. No single text will be used but a variety of reference work will be extensively consulted. *One-half credit.*

Geography 21.—Geography in the Grades.

The nature and content of geography. Its relation to other sciences. Geographical controls and responses. The human element in geography. Geographical influences upon industrial and political history. A consideration of observational, representative, descriptive and rational geography. Excursions to illustrate the value of field work. Maps and models and their uses. Selection, elaboration and organization of geographical material. Course of study for the elementary school. Discussion and development of typical subject matter units and individual lesson plans. Observation and criticism of geography lesson in the Training School.

Prerequisite: Geography 2 or its equivalent.

One credit.

Geography 22.—A continuation of Geography 20.

B. Biological. The aims of nature study in the grades. Distinctions between the view point of the scientist and that of the educator in the study of animal and plant life. Motives for nature studies—economic, scientific, æsthetic, moral, spiritual. Relation of life forms and activities to the study of geography, to sciences, and to the life interests and activities of today. Collection and organization of data and materials. Organization of materials into a sequence suitable for the several grades. Correlation of biological nature studies. Discussion and valuation of nature study literature. Observation and discussion of nature study lessons in the Training School.

Especial attention to the work of the school garden, elementary agriculture, and other phases of biological work so abundant in the spring months. The educational view point will constantly be kept in mind and a close correlation between the work of this class and the nature work of the grades will be observed. Excursions, collections, readings, observations and reports.

One-half credit.

History.

History 20. A—History in the Grades.

A. History in the Lower Grades. The aim and purpose of history in the elementary school. A discussion of a logical and practical course of study for the first six grades. Selections of material in connection with the course of study. How to judge text books. Practice in adapting historical material for use in the various grades. Special day programs. Correlation of history with geography, manual activities, and literature. Observation and discussion of work in the elementary school.

B—History in the Upper Grades.

Instead of attempting a survey of the entire field, some particular period will be studied intensively. These periods will not be the same but will vary from year to year. Each student will be required to become familiar with the chief primary and secondary sources of information for the period and know from experience how to work out an historical problem in the library. Special attention will be given to the questions of method in teaching and in study for the seventh and eighth grades. Practical problems in the selection and organization of material, planning lesson units, and judging text books. Civics in the elementary school. Observation of work in the grades in connection with the discussion of plans for particular lesson units.

One credit.

History 21.—Elementary Economics. Elective.

Modern theories of production, transportation, rent, exchange and money. The most important schools of political economy. The tariff and the money question in American history. Banking. Labor organizations. Combinations of capital. The effect of monopolies upon prices. Immigration and the standard of living. Place of economics in the public school.

One credit.

History 22.—Government of the United States.

The complexity of the conditions of American political life. The individual citizen, his rights and duties. Immigration, its problems and how it effects local government and school problems. Naturalization. The political party and its methods. Manner of conducting elections. Methods of legislation. The executive departments and their work. Foreign relations and treaties. The judiciary and how it declares laws unconstitutional. City governments and their peculiar problems. Importance of local government. Our territorial problems and the way we are solving them. The position of civics in the school course. Elective. *One credit.*

Library Economy

Library Economy 20.—

Instruction in the organization, care, and use of libraries with problems based on the Western Illinois State Normal School library and suggestions for the adaptations of methods to school room libraries.

One-half credit.

Manual Arts

Manual Arts 20.—Manual Training in the Grades.

This course embraces a study of the history and development of the subject. Relation to other subjects. Relation to the great trades and industries to which this work introduces the pupil. Fundamental principles. Study of adaptation to grade and method of presentation. A close study of materials and tools with view of adaptation to elementary school. Planning equipment to meet conditions. Observation and discussion of lessons, in the Training School.

One-half credit.

Manual Arts 21.—Blackboard Drawing.

Blackboard drawing as an added source of power to the teacher in the expression and clarification of ideas. Illustrations of simple stories. Representations of buildings; furniture; plants; fruits; animals, at rest and in action; human activities; landscape; simple pieces of machinery, apparatus; etc. Chalk modeling. Adaptations of blackboard drawing, to needs of the several grades. Teaching children to make blackboard drawings. Values and limitations of blackboard drawing from an educational standpoint.

Observation of work in the Training School.

One-half credit.

Manual Arts 22.—A continuation of Manual Arts 20.

One-half credit.

Manual Arts 23.—Drawing and Modeling in the Grades.

Aims and purposes of drawing and modeling in the elementary school. Distinction between the viewpoint of the educator and of the artist. Relation to other subjects. Drawing and modeling forms of expression comparable with English and music. Varieties of media usable in the elementary school—crayon, pencil, charcoal, ink, water colors, clay, etc. Methods and principles of using each in the grades. Appropriate materials and motive for each of the grades. Development of the art sense in children. Degree of excellence to be expected of children. Cultivation of creative power in the child. Cultivation of appreciation. The place and

method of picture study in the elementary school. Selection of a graded sequence of masterpieces for picture study. Place and method of biographical studies of the masters in art. Uses of masterpieces in studying the principles of drawing. Typical lesson units and plans for the various grades. Observation and discussion of lessons in the Training School.

One-half credit.

Manual Arts 24.—Home Economics in the grades.

Aims and purposes of this work in the elementary school. Relation to the technical trades, industries and activities to which it introduces the student. Motives controlling the selection of material and character of the work. Relation to the other subjects of study. Development of a selection and sequence of material adapted to the several grades with methods of presentation. Planning of the work with a minimum of equipment. Means and methods of introducing this work where it does not now exist. Relation of the subject to industries on the one hand and to arts on the other. Typical phases of work suitable for the grades developed in the laboratory and work rooms. Observation and discussion of work in the Training School. Prerequisite, Home Economics 1 or 2.

One credit.

Mathematics

Mathematics 20.—Arithmetic in the Grades.

The origin and meaning of number and its development in the race and child experience. The essential processes in number relations and their relative importance. Interpretations and meaning of certain general "rules". A rational course of study based on the child's experiences and needs. Discussion of present topics and methods. Criticism of present "examples". Criticism of texts. Study of typical good examples with criteria for judging. Observation and discussion of lessons, in the Training School.

Prerequisite: Mathematics 9, and at least one year each of Algebra and Geometry.

One credit

Music

Music 20.—Music in the Grades.

Aims and purpose of music in the elementary schools. Music a form of expression comparable to literature and art. Advanced theory and elementary harmony. Care and development of the child's voice. Study of music form and composition. Composition by children. Cultivation of creative power in children. Cultivation of musical appreciation. Methods of teaching public school music. Graded selection of music for children. The place of the history of music in the elementary school. Observation, teaching and discussion of lessons in music in the Training School. The course of study in music for the elementary school.

Prerequisite: Music 4 or its equivalent.

One-half credit.

Music 21.—Music in the Grades.

A continuation of Music 20.

One-half credit.

Physical Education

Physical Education 20.—Theory and Practice.

Theory:—Measurements and tabulation of bodily defects.

History of gymnastics. Their relation to and effect on the work done in the class room.

Methods:—Educational play and its value.

Corrective and remedial exercises.

Anatomy, physiology and hygiene in a practical way in connection with use and adaptation of all exercises. Systematic instruction in the means for keeping the body in health, for maintaining normal, progressive growth and development, for securing grace in posture, carriage and action, and for developing a disposition to enter, with pleasure and profit, the various recreations so necessary in any phase of a successful life. There will be discussed the value and place of adequate periods of rest, of games, gymnastics, calisthenics, and out-door exercises and athletics, in the elementary school. Adequate attention will also be given to questions of general and personal hygiene,—dietetics, cleanliness, care of teeth and skin, fatigue, sleep, protection against contagion, treatment for accidental mutilations, and other items necessary to the care and preservation of a healthy body.

Supplementary reading. See list in Bulletin No. 5, Appendix, page 129.

Practice:—Marching.

Class formations.

Military drill.

Swedish and German free hand work.

Rhythm work and fancy steps.

Light apparatus work:—clubs, bells, wands, balls, etc.

Heavy apparatus work:—horizontal bar, rings, stall, bars, etc.

Pyramid building and mat work:—boys.

Adaptation of exercises and games to the school room.

All work classified as to use in primary and grammar grades.

Out-door Athletics—Field and track work, golf, tennis, archery, base ball.

One credit.

One-half credit required.

Electives

The following electives will regularly be offered in the quarters named:

Autumn

- * Biology—Principles of. See Biology 4.
- Civics—Advanced. See History 22.
- * Mechanical Drawing.

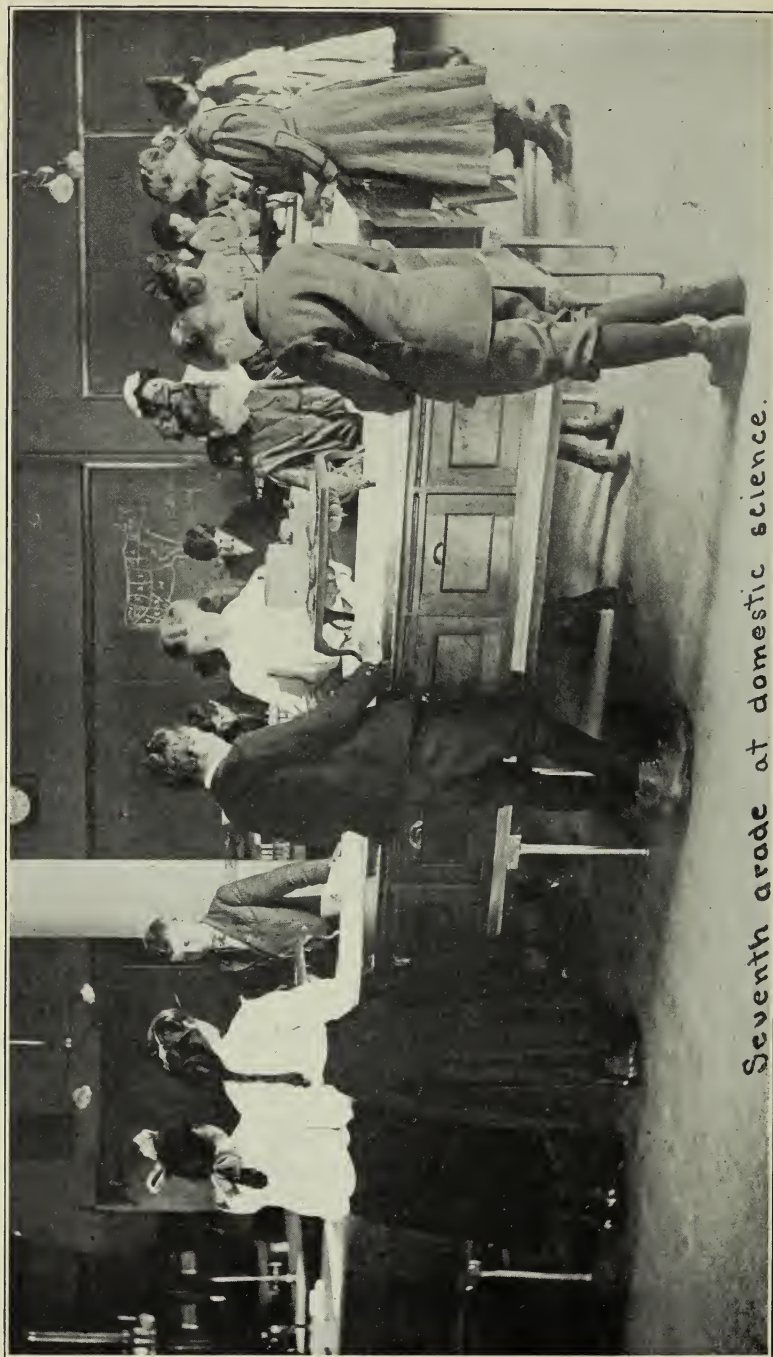
Winter

- * Economics. See History 10 or 21.
- * Mechanical Drawing.
- Physiography, Advanced.
- Trigonometry.

Spring

- Agriculture. See Agriculture 20.
- College Algebra.
- English 23. Studies from Browning, Morris, Ruskin, Tennyson.
- Teaching. By special arrangement; in upper grades. (IX and X.)

* Open also to students in Grade XII.

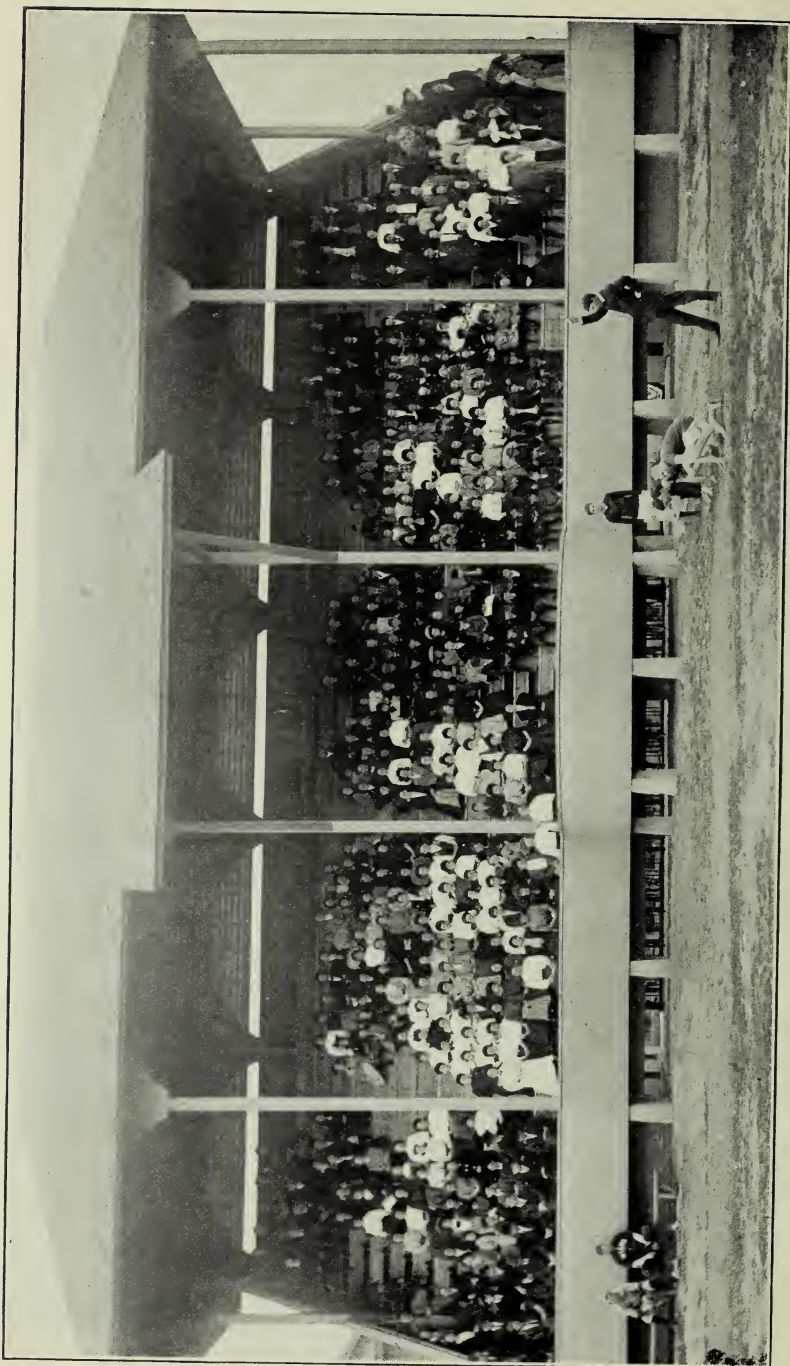


Seventh grade at domestic science.

A CLASS IN COOKING



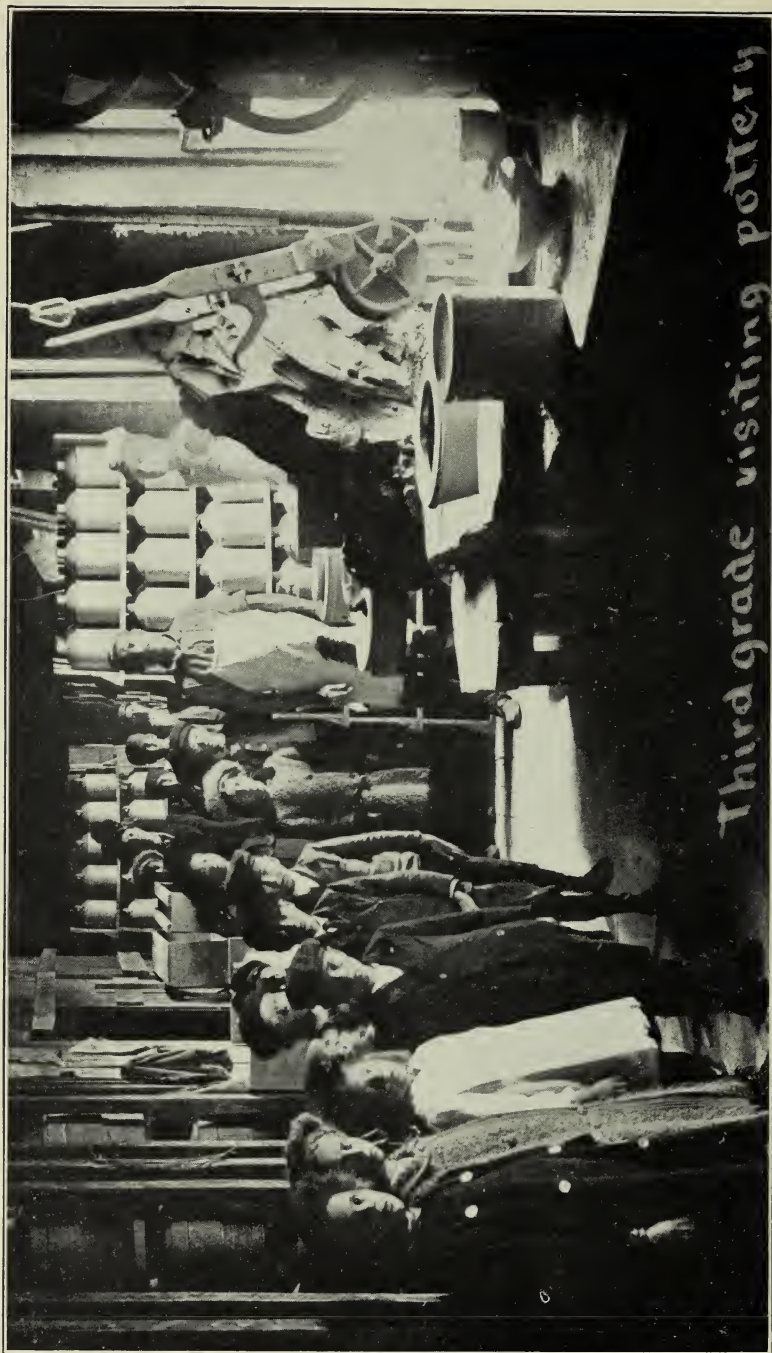
AT THE TENNIS COURT



THE GRAND STAND



AT THE JUNIOR RECEPTION

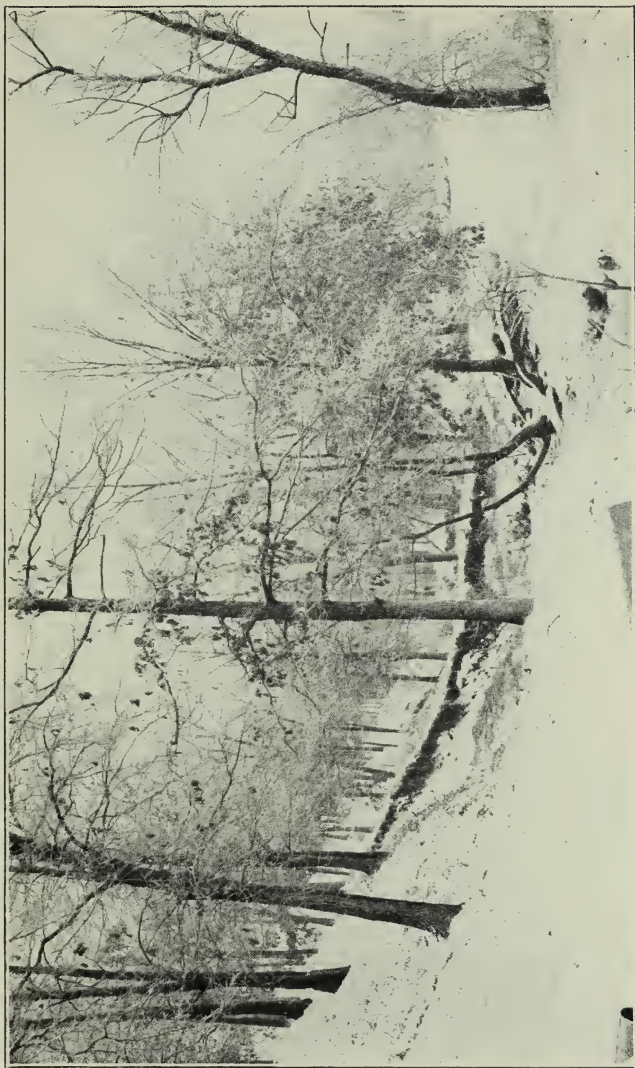


Third grade visiting pottery

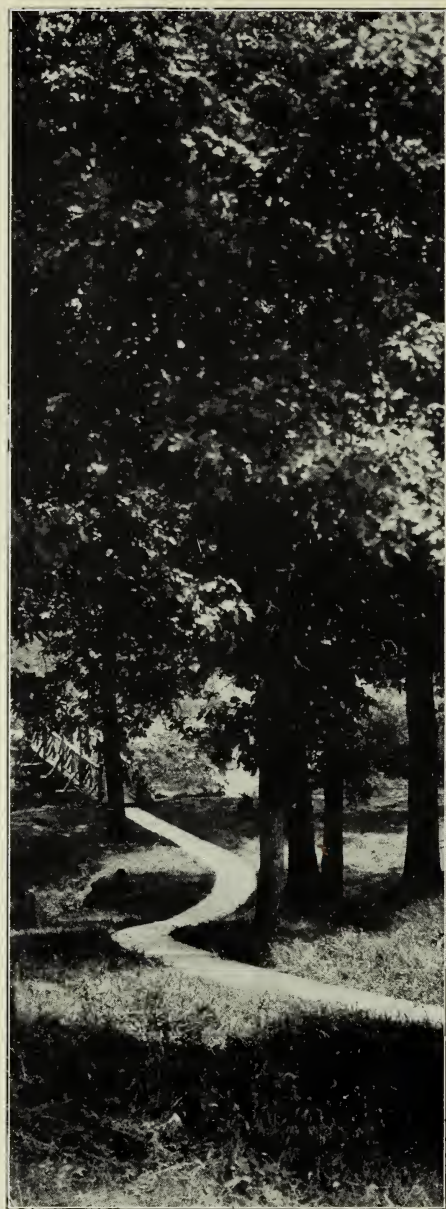
THIRD GRADE AT POTTERY



THE CAST IN THE STORY OF ULYSSES



EAST SLOPE OF THE RAVINE LAST WINTER





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